

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED EDUCATION AGENCY MAY - 1 PM 2:44 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
El Paso Leadership Academy		071810		
Vendor ID #	ESC Region #	DUNS #		
1455571815	19	016270769		
Mailing address		City	State	ZIP Code
1918 Texas		El Paso	TX	79901-

Primary Contact

First name	M.I.	Last name	Title
Antonio	M	Morales	Director of Special Programs
Telephone #	Email address		FAX #
915-298-3900	amorales@epleadershipacademy.org		(915) 400-7971

Secondary Contact

First name	M.I.	Last name	Title
Victor	O.	Yanar	Superintendent
Telephone #	Email address		FAX #
915-298-3900	oyanar@epleadershipacademy.org		(915) 400-7971

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Victor	O.	Yanar	Superintendent
Telephone #	Email address		FAX #
915-298-3900	Oyanar@epleadershipacademy.org		(915) 400-7971

Signature (blue ink preferred)

Date signed

05/01/2018

Only the legally responsible party may sign this application.

701-18-111-117

Schedule #1—General Information

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
X	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 071810	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 071810

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
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Member Districts

9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The 21st Century Community Learning Center (CCLC) program will provide a safe-haven for El Paso Leadership Academy (EPLA) scholars during non-school hours. Non-school hours includes after school from 3:30 p.m. through 5:30 p.m. Monday through Friday, five hours on Saturday and select weeks during summer. The combination of academic support, a nutritious snack, and a host of enrichment activities will provide a unique opportunity for our highest needs scholars to achieve academic success. Our scholars will continue to exemplify and demonstrate EPLA's core values of collaborative, responsible, smart, hungry, and humble (CRSHH) and model the First Lego League Core Values throughout the program and on a daily basis.

EPLA will offer enrollment for the CCLC during Open House at the beginning of the school year, and priority will be given to scholars who exhibit a need for academic support as determined by the Principal, Director of Special Services and the Project Director. Scholars will be selected based upon STAAR results, Measurements of Academic Progress (MAP) scores, and categorical subgroup status including socio-economic, at risk, special needs, and limited English proficiency. Students will report to the CCLC at dismissal for attendance and a nutritious snack, which will be provided by EPLA's caterer, Basil Garden. Immediately following their snack, scholars attend receive two hours of academic programming where they receive small group instruction from teachers and/or tutors. Our program will utilize research based interventions and resources to enhance the academic performance for our highest needs scholars in the areas of mathematics and literacy. The interventions will be data driven with detailed progress monitoring. Instructors will utilize the Texas ACE Activity Planning Worksheet to plan their lessons. Instructors will administer pre and post assessments and utilize the appropriate grade level Texas Essential Knowledge and Skills (TEKS) to guide their instruction. Portfolios will be maintained on every scholar participating and will be shared with parents during student led conferences.

On Saturdays, our scholars will participate in a variety of enrichment activities hosted by existing EPLA staff and our community partners. These enrichment activities will allow our scholars opportunities to develop STEM and college and career readiness skills and will include robotics, computer programming, architectural design, and financial literacy. Scholars will rotate every six weeks within each enrichment activity to develop their skills in these areas. With respect to robotics, scholars will adhere to the First Lego League Core Values as they collaboratively conduct research on the uses and functions available through robotics. Scholars will collaboratively build, design, program Lego EV3 robots and participate in competitive events. Within the architectural design program, scholars will utilize Sketchup Pro to design a variety of projects. Scholars will gain knowledge about financial literacy primarily through the use of Quickbooks and workshops with community partners. Scholars will document their experiences in each activity through teacher prepared rubrics and present such to our school community. Scholars will also benefit from many incentive based projects surrounding attendance, behavior and active participation.

The six elements of Joyce Epstein's Model of Parental Involvement will be utilized to engage our scholars and their families. Families will attend two to four seminars, workshops, or presentations on subjects pertinent to the education of their scholars. Families will also utilize technology, programs such as Rosetta Stone, and engage in direct instruction to enhance their skills in their areas of challenge, including English speaking and comprehension skills.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 071810	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$143,288	0	\$143,288
Schedule #8	Professional and Contracted Services (6200)	6200	0	\$3,000	\$3,000
Schedule #9	Supplies and Materials (6300)	6300	\$50,082	0	\$ 50,082
Schedule #10	Other Operating Costs (6400)	6400	\$17,000	0	\$17,000
Schedule #11	Capital Outlay (6600)	6600	\$12,880	0	\$12,880
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			223,250	\$ 3,000	\$226,250
Percentage% indirect costs (see note):			N/A	\$ 8,500	0
Grand total of budgeted costs (add all entries in each column):			\$223,250	\$11,500	\$234,750

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$234,750
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$11, 737.50

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 071810			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	2	0	\$27,880
Program Management and Administration				
4	Project director (required)	1	0	\$50,000
5	Site coordinator (required)	N/A	0	\$0
6	Family engagement specialist (required)	1	0	\$35,000
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title	0	0	\$0
20	Title	0	0	\$0
21	Title	0	0	\$0
22	Subtotal employee costs:			\$112,880
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$8,050
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$22,358
27	Subtotal substitute, extra-duty, benefits costs			30,408
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$143,288

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 071810		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Program Evaluator	\$3,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$3,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$3,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$50,082

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 071810		Amendment number (for amendments only)
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$12,000
Grand total:		\$17,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 071810		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	0	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	Laptops	32	\$250	\$8,000
3	Printers	5	\$250	\$1,250
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12		0	\$0	\$0
13		0	\$0	\$0
14		0	\$0	\$0
15		0	\$0	\$0
16		0	\$0	\$0
17		0	\$0	\$0
18		0	\$0	\$0
66XX—Equipment or furniture				
19	Computer Desk	2	\$200	\$400
20	Bookshelf	2	\$110	\$220
21	Desk Chair	2	\$ 80	\$160
22	Folding Tables	10	\$110	\$1,100
23	Folding Chairs	70	\$ 25	\$ 1,750
24		0	\$0	\$0
25		0	\$0	\$0
26		0	\$0	\$0
27		0	\$0	\$0
28		0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$12,880

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The project director will be an individual that has successfully managed similar learning centers in education and non-profit areas. In addition, this individual will have worked with diverse communities and families. It is desirable that this individual be bilingual (English-Spanish) and possess a college degree in a related field.
2.	Site coordinator	Operating one center only. Not required.
3.	Family Engagement Specialist	The family engagement specialist will be an individual that has worked with families in schools, non-profit agencies, or community based organizations. It is desirable that this individual be bilingual (English-Spanish) and possess, at minimum, an associate's degree in a related field.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Obtain present academic needs of scholars in math, prepare interventions and goals, assess, and progress monitor	1. Meet with families and scholars	09/04/2018	07/31/2019
		2. Select individual targeted interventions/goals	09/04/2018	07/31/2019
		3. Formative assessments	09/04/2018	07/31/2019
		4. Review/revise targeted goals/interventions	09/11/2018	07/31/2019
		5. Summative assessments	09/11/2018	07/31/2019
2.	Obtain present academic needs of scholars in literacy, prepare interventions/goals, assess, and progress monitor	1. Meet with families and scholars	09/04/2018	07/31/2019
		2. Select individual targeted interventions/goals	09/04/2018	07/31/2019
		3. Formative assessments	09/04/2018	7/31/2019
		4. Review/Revise targeted goals/interventions	09/04/2018	07/31/2019
		5. Summative assessments	09/11/2018	07/31/2019
3.	Engage parents to enhance their skills in literacy, education, and career skills.	1. Meet with families	09/04/2018	07/31/2019
		2. Survey parent needs and expectations	09/04/2018	09/07/2018
		3. Instruction in literacy skills	09/11/2018	07/31/2019
		4. Instruction in career skills	09/11/2018	07/31/2019
		5. Epstein's Model of Parental Engagement	09/11/2018	07/31/2019
4.	Engage scholars in Robotics, Architectural Design, and Financial Literacy	1. Introduction to Enrichment Programs	09/08/2018	09/08/2019
		2. Architectural Design	09/08/2018	07/31/2019
		3. Introduction to Financial Literacy	09/08/2018	07/31/2019
		4. Robotics	09/08/2018	07/31/2019
		5. Completion of enrichment activities	09/08/2018	07/31/2019
5.	Determine scholar growth	1. Assess scholars in reading	07/14/2019	07/31/2019
		2. Assess scholars in math	07/14/2019	07/31/2019
		3. Assess scholar knowledge of robotics	07/14/2019	07/31/2019
		4. Assess scholar knowledge of architectural design	07/14/2019	07/31/2019
		5. Assess scholar knowledge of financial literacy	07/14/2019	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The community learning center is located in a high poverty area in El Paso, Texas. Eighty eight percent of the scholars at El Paso Leadership Academy qualify for free or reduced lunch. The families of our scholars do not have the economic means to provide private tutoring or the enrichment resources that our community learning center will provide. The El Paso Leadership Academy Community Learning Center will provide working families and their children opportunities to engage, learn, and enhance their skills in reading, mathematics, literacy, robotics, computer programming, architectural design, and financial literacy. Our scholars will also enhance their skills in problem solving, presentation skills, public speaking, and teamwork. Many working families in the 79901 zip code are challenged with working multiple jobs to provide the basic necessities for their children. Our community learning center will afford working families opportunities to have their children continue learning during non-school hours and perhaps during working hours of parents and families.

Based on the most recent census data, the median household income of a householder between the ages of 45 to 64 years in the 79901 zip code is \$12,700. The following information provides additional information related to demographic data in the 79901 zip code.

- Median household income significantly below state average.
- Median house value significantly below state average.
- Unemployed percentage above state average.
- Black race population percentage significantly below state average.
- Hispanic race population percentage above state average.
- Median age above state average.
- Foreign-born population percentage significantly above state average.
- Renting percentage significantly above state average.
- Length of stay since moving in significantly above state average.
- Number of rooms per house significantly below state average.
- House age significantly above state average.
- Percentage of population with a bachelor's degree or higher significantly below state average

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

X This applicant is part of a planned partnership.

This applicant is unable to partner.

The El Paso Leadership Academy Community Learning Center will partner with multiple organizations to achieve the stated objectives and sustaining the program over time. With respect to our robotics program, the University of Texas at El Paso engineering department has been and continues to be extremely supportive of our program. The University recently and graciously donated six Lego EV3 units to El Paso Leadership Academy. These additional robotics resources allowed an additional twenty four scholars, of mixed grade levels and abilities, to collaborate in successfully building and programming their robots. We will continue to meet with representatives from the engineering department at the University of Texas at El Paso to plan additional collaborative opportunities for our scholars. Such include but are not limited to, participating in competitive robotics events, summer workshops in STEM, leadership, and in the Excites engineering program at the university. With respect to parental involvement, we will actively promote the involvement of parents in all of our programs with our scholars for collaborative learning opportunities between our scholars and their families in such a STEM application.

With respect to our architectural design initiative, we will partner with the Texas Tech School of Architecture for assistance, volunteers, and mentors. We will also partner with Root Architects, a local architectural design entity, as a private/public partnership to assist with architectural programming and support, presentations to our scholars and families, and a field trip to their local office. Within the financial literacy component of our program, we will partner with a local State Farm Insurance Agency to provide financial workshops for our scholars and their families. In order to enhance and strengthen partnerships with our program and community based organizations, we will also partner and collaborate with the El Paso Boys and Girls Club to meet the needs of scholars and their families through our program. The El Paso Leadership Academy Community Learning Center will continue to actively seek additional partnership opportunities with other entities, community based organizations, and post-secondary educational institutions.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

El Paso Leadership Academy is located in a high poverty area and our scholars arrive at our campus on average three to four grade levels behind. If low income scholars are this behind in sixth grade, they have a 13 times likelihood of dropping out of school which places them in a 63 times likelihood of going to jail. El Paso Leadership Academy must take extreme measures for such a volatile and at-risk population. As such, we have taken a literacy-based approach in each class to enhance the literacy skills of all of our scholars. In addition, we have implemented Power Hour at the beginning of each day for targeted, tiered, measurable, and intense interventions in literacy and math for all of our scholars.

One benchmark that we use is the nationally normed Measurements of Academic Progress (MAP) assessment which provides quantitative on the English Language Arts, Math, and Literacy levels of all of our scholars. All of our scholars are assessed in Fall, Winter, and Spring and our scholars have achieved incredible success in the first half of this year. The data shows that they have experienced on average, a two to three grade level growth during this period.

However, we must expand our services to provide more targeted intervention sooner, to a larger population to ensure we have properly caught up and accelerated scholars by the time they leave in eighth grade. As such through our community learning center, the enhancement of skills that our scholars are receiving in math, literacy, and college and career readiness will positively influence their high school graduation rate and career competencies.

The proposed CCLC program will impact student outcomes by providing scholars even more tutoring opportunities to enhance their academic skills in mathematics and reading. The enrichment activities in robotics, computer programming, architectural design, and financial literacy will provide an incentive for scholars to attend the El Paso Leadership Academy Community Learning Center program and provide opportunities for scholars to learn concrete STEM skills as well as skills necessary for college and career readiness such as problem solving. The Parent Engagement Specialist will build relationships with families and coordinate meetings to review academic data and monitor progress. This combination of academic support, enrichment activities and consistent parent engagement will positively impact performance, attendance, and discipline referrals.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 071810	Amendment # (for amendments only):
Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Instructors at the El Paso Leadership Community Learning Center will utilize research based practices designed to enhance and improve student academic outcomes. Instructors will be provided training on utilizing such research based practices. Such practices include, but will not be limited to Dr. Benjamin Bloom's taxonomy of learning domains, Dr. Robert Marzano's nine effective instructional strategies, Dr. Arthur Costa's Model of Intellectual Functioning in three levels, and Dr. Harry Wong's classroom management strategies. Benjamin Bloom's three domains of learning include cognitive, affective, and psychomotor. Robert Marzano's nine essential instructional strategies include the following:</p> <ol style="list-style-type: none"> 1. Identifying Similarities and Differences 2. Summarizing and Note-taking 3. Reinforcing Effort and Providing Recognition 4. Homework and Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives and Providing Feedback 8. Generating and Testing Hypotheses 9. Cues, Questions, and Advanced Organizers <p>Dr. Arthur Costa's Model includes three levels of thinking and questioning. Within level one, scholars remember and show understanding. Within level two, scholars use understanding, examine, and create. In level three, scholars decide and provide supportive evidence. With respect to classroom management, instructors will utilize the methodical techniques described by Dr. Harry Wong to maintain an appropriate and respectful learning environment.</p> <p>Our current robotics program is conducted on Saturdays. Math and reading instruction is conducted for two hours and then robotics for one hour. We have seen significant growth in our robotics scholars with respect to their Lexile growth levels, math growth, social-emotional growth, and love of learning. Our robotics scholars have built, designed, and programmed their Lego EV3 within a collaborative, professional, and respectful learning environment. Our program initially targeted Special Needs scholars. These scholars have since been positive role models and mentors for other scholars that subsequently participated in our robotics program. This has been a game changer for these scholars. Parents of our robotics scholars are very excited and enthusiastic not only with the success of their scholar in robotics, but with improvements in their academics and behavior as well. Our robotics program has equal representation with males and females participating. All of our robotics scholars now proudly speak about graduating from college and having a career in a STEM field. Their dreams of a brighter future for themselves and their families now seem very real, reachable, and exciting. One parent stated "My daughter told me she wants to be a robotics engineer and I am so thankful for the opportunity she has been provided during the Saturday tutoring and robotics program." We know how to engage the highest needs scholars but we cannot address the needs of all 200 of our scholars. With the grant funding, this program will mean the same success for more of our struggling scholars.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program activities will allow us opportunities to provide a micro-targeted proficiency acquisition for our scholars. The elements of extra time, additional data and approaches will allow us to improve student achievement and overall student success. With the use of multiple and current data sources, we will be able to identify and track down the exact standards that these scholars are having difficulty with. As a result, we will isolate specific student expectation standards that challenge our scholars and provide extra supplementary instruction as an extra Tier 2 or Tier 3 intervention strategy.

Our scholars have already demonstrated incredible success this year with a 2-3 grade level growth in half a year and overall Lexile growth scores of our scholars have been off the charts during this same time period. Our systemic processes for developing and administering relevant and timely formative and summative assessments, timely and targeted interventions, and ongoing detailed progress monitoring have demonstrated amazing and incredible results for our scholars. The acquisition of this grant will propel us to enhance our successful practices in providing additional, intense, targeted, and specific interventions and instruction based upon the struggles that our scholars are having with specific areas of the Texas Essential Knowledge and Skills. Acquisition of the grant would allow us to provide such services to even more scholars at our community learning center and with a higher level of parental engagement.

The enrichment activities planned will provide our scholars access to resources that will spark their interest in STEM related fields and careers. Our scholars and their families are currently limited by access to such resources. However, our enrichment activities will provide hands-on, kinesthetic use of such resources to our scholars and their families. The use of robotics will provide our scholars opportunities to collectively and collaboratively build, design, and program robots. The programming aspect will develop their skills in mathematics. The documentation component will improve their literacy skills and the presentations to our school community will provide our scholars significant amount of confidence. The use of the architectural design program will provide our scholars opportunities to learn about a real world architectural design program and the various options available. The financial literacy enrichment activity will afford our scholars and their families to learn about accounting through Quickbooks and financial literacy knowledge through workshops on personal budgeting, financing for college, and scholarship opportunities.

The acquisition of the grant will allow us to provide a significant amount of time and resources to a larger number of our scholars. As shown by our current results, this will significantly improve the academic skills and college and career readiness skills of our scholars. Time is of the essence and our scholars and their families merit the proposed program activities sooner than later.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information about the community learning center will be shared with our scholars and their families via social media, our EPLA parent app, our website, and printed media placed in the front office and in strategic public locations, including libraries and community based organizations throughout the school year. In addition, information will also be disseminated during our open houses and student-led conferences through our advisory teachers and teams. All information will be disseminated in English and Spanish. The Project Director will present a quarterly report to our Board of Directors to keep them informed about the community learning center. The Parent Engagement Specialist will make phone calls and schedule visits with families to promote the center.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our center will be located on our primary campus so students do not have to be transported. When necessary, the El Paso Leadership Academy Community Learning Center will provide Sun Metro bus passes at no charge to participating scholars.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are partnering with the University of Texas at El Paso and Texas Tech University for mentors and volunteers from both. Representatives from the engineering department at the University of Texas at El Paso have already been on our campus to discuss a collaboration between our robotics program and the university. This collaboration will include, but not be limited to field trips to the university, attending seminars and workshops on robotics at the university, obtaining input and feedback from university representatives on our program, and entering robotics competitions at the university. We will collaborate with representatives from the architectural design program at Texas Tech University to provide guidance in enhancing the architectural design component of our community learning center. Collaboration with Texas Tech University will include, but not be limited to, field trips to the university, attending presentations and workshops on architectural design at the university, and our scholars presenting their designs for input and feedback from the representatives of Texas Tech. El Paso Leadership Academy will contact other local educational institutions to solicit appropriately qualified individuals to serve as volunteers. All volunteers will be subject to a criminal background check prior to volunteering with the program in accordance with school policy.

In addition to collaborative partnerships with institutions of higher learning, non profit The El Paso Leadership Academy Community Learning Center will actively incorporate parent volunteers as well. Parents have been extremely supportive with our Saturday tutoring and robotics program. We will foster this partnership and invite them to participate as volunteers and incorporate their "funds of knowledge" into our programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The community learning center will actively, aggressively, and continuously apply for grant opportunities from private and public sources to sustain the center after funding under this grant ends. Partnerships with local educational institutions and private businesses will assist in providing volunteers to assist in sustaining the community learning center after funding ends. We will continue to seek grant assistance so as to use the available general funds to expand into another campus and ensure the incredibly high quality, high results seats we are providing for our community will be doubled.

The community learning center would provide a very necessary safe space for our scholars after school as well as provide significant success which will change the lives of our scholars. These "programmatic wins" will increase enrollment at our schools which will provide budgetary abilities to fund this program with general and/or federal entitlement funds if grant assistance is not available.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will coordinate federal, state, and local resources to effectively operate the CCLC program. The center will be located on campus and the school will not charge the program a direct fee. The school currently operates a robotics program which is funded with state and local resources. The school will continue to use state funded MAP assessments to get data on student proficiency and growth which will be used to provide targeted intervention. State resources will continue to be used to provide targeted intervention for math and reading throughout the daily "Power Hour". All El Paso Leadership Academy teachers will collaborate with CCLC team members to ensure the program is effective for each individual scholar. EPLA will continue to use federal funds to pay for a computer science teacher and for computer coding software/curriculum. The computer science teacher will work with the CCLC program director to ensure scholars are building on the skills they learn in class. Our Director of Special Services runs the program, works with our scholars on Saturdays and will continue to do so under the CCLC program. The schools existing robots, purchased with local funds, will be used at the CCLC center.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID 071810

Amendment # (for amendments only)

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	El Paso Leadership Academy 1918 Texas Avenue El Paso, Texas 79901		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071810-001				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		70	Parent/legal guardian target (in proportion with student target):		35
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name	El Paso Leadership Academy				
	9-digit campus ID number	071810-001				
Estimated transportation time		0				
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					

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	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID 071810			Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1 Feeder school #2 Feeder school #3	
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
Center 5	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1 Feeder school #2 Feeder school #3	
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
Center 6	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1 Feeder school #2 Feeder school #3	
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID 071810				Amendment # (for amendments only)	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name					
9-digit campus ID number					

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Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 071810				Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name:					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The community learning center will be managed by a full-time director. The full-time director will be the direct supervisor of the full time parent engagement specialist. The Director of Special Services has 20+ years in education and has started after school programs in three states. The Project Director will work closely with the Chief Financial Officer on managing the budget and ensuring compliance with grant requirements. The Chief Financial Officer has ten years of school finance experience including grants. The center will operate Monday through Friday, and on Saturdays. There will be three instructors on site during hours of operation. The Project Director will be onsite during hours of operation and will be responsible for staffing and working with the Parent Engagement Specialist to encourage program participation. The Project Director will prepare monthly summary reports by student detailing attendance and submit, to the executive team, including Superintendent, Principal, and Director of Special Services.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071810

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An independent evaluator will be contracted at a cost not to exceed \$3,000 to examine the program operations. The evaluation will be conducted on an ongoing basis throughout the grant contract. The independent evaluator will use the following objective measures:

- School day attendance
- Core course grades
- Mandatory discipline referrals
- On-time advancement to the next grade level
- Surveys

The results of the local evaluation will be used to refine, improve, and strengthen the local program.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias		X	X
A03	Ensure strategies and materials used with students do not promote gender bias		X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender		X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X		X
B02	Provide interpreter/translator at program activities	X		X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities			X
B06	Provide staff development on effective teaching strategies for diverse populations		X	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity		X	
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training			X
B10	Provide a parent/family center			X
B11	Involve parents from a variety of backgrounds in decision making			X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	X	X	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	X	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
B18	Coordinate with community centers/programs	X	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	X	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X	X	X
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X	X	X
C02	Provide counseling			
C03	Conduct home visits by staff	X	X	X
C04	Provide flexibility in scheduling activities			X
C05	Recruit volunteers to assist in promoting gang-free communities			
C06	Provide mentor program			
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X		X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities			
C09	Conduct parent/teacher conferences	X	X	X
C10	Strengthen school/parent compacts			
C11	Establish collaborations with law enforcement agencies			
C12	Provide conflict resolution/peer mediation strategies/programs			
C13	Seek collaboration/assistance from business, industry, or institutions of higher education			
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues			
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	X	X
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	X	X
E04	Provide program materials/information in digital/audio formats			
E05	Provide staff development on effective teaching strategies for visual impairment			
E06	Provide training for parents			
E07	Format materials/information published on the internet for ADA accessibility			
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	X	X
F02	Provide interpreters at program activities			
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format			
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment			
F07	Provide training for parents			
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs	X		X
G03	Provide staff development in identification practices and effective teaching strategies		X	
G04	Provide training for parents in early identification and intervention	X	X	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints			
H02	Provide staff development on effective teaching strategies			
H03	Provide training for parents			
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints			
J02	Ensure all physical structures are accessible			
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention			X
K02	Develop and implement a truancy intervention plan			X
K03	Conduct home visits by staff			X
K04	Recruit volunteers to assist in promoting school attendance			X
K05	Provide mentor program			
K06	Provide before/after school recreational or educational activities	X		X
K07	Conduct parent/teacher conferences	X	X	X
K08	Strengthen school/parent compacts	X	X	X
K09	Develop/maintain community collaborations	X	X	X
K10	Coordinate with health and social services agencies			
K11	Coordinate with the juvenile justice system			X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education			X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies			
L02	Establish collaborations with parents of highly mobile families			
L03	Establish/maintain timely record transfer system			
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents		X	X
M02	Conduct home visits by staff		X	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities		X	X
M04	Conduct parent/teacher conferences	X	X	X
M05	Establish school/parent compacts	X	X	X
M06	Provide parenting training		X	X
M07	Provide a parent/family center		X	X
M08	Provide program materials/information in home language	X		X
M09	Involve parents from a variety of backgrounds in school decision making			X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school			
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	X		X
M14	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
M15	Facilitate school health advisory councils four times a year	X	X	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel		X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups		X	X
N03	Provide mentor program for new personnel		X	X
N04	Provide intern program for new personnel		X	X
N05	Provide an induction program for new personnel		X	X
N06	Provide professional development in a variety of formats for personnel		X	X
N07	Collaborate with colleges/universities with teacher preparation programs		X	X
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

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County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	X		X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X		X
Q03	Conduct program activities in community centers and other neighborhood locations	X	X	X
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 071810

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No
- If your answer to this question is yes you must answer question #2 below.
 - If your answer to this questions is no, you do not address question #2 or the assurances below.
2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No
- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
 - If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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